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AUTHOR Carey, Diane
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ABSTRACT

The purpose of this study was to identify and rank positive and negative motivating factors affecting professional staff of the State Department of Education and to compare the factors with those found affecting other professional educators at the elementary and secondary levels and also industrial employees. Results obtained by use of a critical incident instrument indicated that the major motivating factors were recognition, achievement, and responsibility. The major dissatisfying factors were department policy and administration, supervision, and interpersonal relations. Implications for participative management techniques and collective bargaining are discussed. An extensive bibliography is included. (Author)

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MOTIVATING AND DISSATISFYING FACTORS AMONG PROFESSIONAL EDUCATORS

Diane Carey, Ed.D.
Graduate School of Education
University of California, Los Angeles

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Diane Carey
University of California, Los Angeles

Introduction

The role of professional staff members in state departments of education is to provide leadership, technical assistance, and guidance to local school districts and other educational agencies for the purpose of assisting them in developing optimal educational programs. Unlike teachers who work directly with pupils in the educational process, professional educators in state offices of education work more indirectly to improve the educational system through consultation with teachers, principals, and other administrators. In general, these professional staff persons work very independently, often traveling several days per week to schools in various locations. In order to carry out their roles of providing quality educational leadership effectively, professional staff members must have a high level of self-motivation. Personal, individual motivation (or lack thereof) on the part of professional staff members is responsible for much of the success (or failure) of state departments of education.

In his research on motivation, William James of Harvard found that the average employee in an organization works at only 20 to 30 percent of his ability. However, when highly motivated, employees will work at 80 to 90 percent of their abilities (Hersey & Blanchard, 1969). Following is a figure from the Hersey and Blanchard publication:

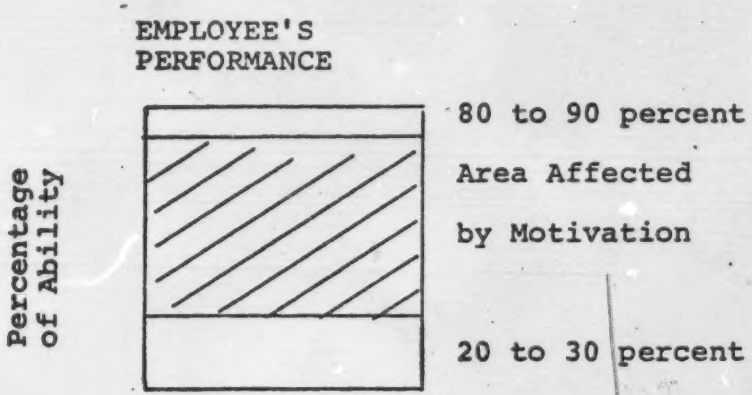

Figure 1. The potential influence of motivation on performance (Hersey & Blanchard, 1969, p. 5)

A Gallup poll done in 1973 similarly found that 70 percent of a sample of managers and professional employees reported that they could produce more each day if they tried (Work in America (1973).

Administrators in state departments of education must become more aware of the motivational factors which affect the performance of professional staff members in

order to obtain their maximum cooperation and performance. A successful administrator seems to have a unique ability to understand and respond to the factors which operate on and affect the performance of people. Administrators need to know how to spark the all-out concentrated effort of which most people are capable. Additionally, they need to know how to structure the work of each employee so that each person can make a contribution which is in accord with that person's abilities, which maximizes potential, and which facilitates meeting the goals and objectives of the educational system. Although an administrator may be skillful in handling problems of management, finance, and curriculum design, if the administrator fails to give attention to matters that assure motivated, satisfied staff members, many disappointments and a certain degree of failure will certainly result.

Importance of the Study and Theoretical Framework

Industry has led the way in the investigation of motivational and human relations research. Ever since the results of Mayo's Hawthorne study were known (Mayo, 1946) researchers in business and industry have been trying to learn more about the effectiveness of various factors which can be used to motivate individual workers.

The classic study of motivation analysis in industry was done by Herzberg, Mausner, and Snyderman in

1959. They studied engineers and accountants in the Pittsburgh area and found that levels of job satisfaction, productivity, and motivation were closely related to two factors which they identified as motivators and dissatisfiers or hygiene factors. A follow-up study based on that research was done by Myers at Texas Instruments, Inc. Myers' study, which took place over a six-year period, attempted to measure causes of motivation and dissatisfaction among company workers (Myers, 1964).

As late as 1976, Herzberg continued to stress the importance of understanding employee motivation and the tremendous loss of human and economic potential when it was not understood. Herzberg described symptoms of employee alienation and job dissatisfaction which were costing education and private industry billions of dollars each year. For example, alcoholism and drug abuse were just two of the job-related pathologies observable in the American society. Too many employees drink their lunch in order to face their jobs in the afternoons. The employee who abuses his expense account is also releasing some of his hostility toward the organization because of job-related frustrations. Climbing absenteeism rates provide further indicators of the disillusionment phenomenon with work. Statistics from the federal government indicate that on a national scale, absenteeism among white-collar workers shot up almost 16 percent in five years (Herzberg, 1976).

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Unfortunately, very little research in the area of motivation has been done in the field of education, as compared with other professions. Jaycox and Tallman, using the Herzberg model, studied the motivating and dissatisfying factors affecting elementary school teachers' performance in 1967 (Jaycox & Tallman, 1967). They found that the five most important factors relating to teacher job satisfaction were interpersonal relations with pupils, achievement, recognition, interpersonal relations with their peers, and interpersonal relations with the principal. The five most important factors leading to job dissatisfaction were district and school policy, interpersonal relations with their peers, working conditions, recognition, and interpersonal relations with their pupils. The study also indicated that, on the whole, teachers were more satisfied than dissatisfied with their jobs. The study was replicated with junior high school teachers by Tammen in 1971, and with senior high school teachers by Hansen and Stanley in 1969.

No studies have been conducted which investigate the motivational factors of educators working at the state department of education level. Since these persons have little or no contact with pupils (which was identified as one of the highest sources of motivation and satisfaction in all studies done with teachers), it is important to determine what the motivational factors are for this

group of educators. Excellence in leadership from the state department level can only be provided by motivated professionals who have the enthusiasm and drive to strive continually to be on the "cutting edge" of their profession.

Statement of the Problem

This study is concerned with the following problem: Can positive and negative motivating factors affecting state department of education professional staff be identified, ranked, and compared with other professional educators as well as with professional people in industry?

Questions to be Answered

The specific questions to be answered by this study were:

1. What are the motivating factors which can be identified for state department of education professional staff?

2. How do these motivating factors rank with respect to each other?

3. What are the dissatisfying factors which can be identified for state department of education professional staff?

4. How do these dissatisfying factors rank with respect to each other?

5. Are the motivating and dissatisfying factors

identified for state department of education professional staff different from those motivating and dissatisfying factors identified for (a) elementary school teachers as identified by Jaycox and Tallman (1967); (b) junior high school teachers as identified by Tammen (1971); (c) senior high school teachers as identified by Hansen and Stanley (1969); and (d) professional people in industry as identified by Herzberg, Mausner, and Snyderman (1959) and Myers (1964)?

Methodology

A critical incident instrument, originally developed by Herzberg and modified for use with educators by Jaycox-Tallman, was administered to professional educators in the California State Department of Education. Of the 100 professional educators selected, 95 responded with 417 motivating and dissatisfying incidents. These incidents were placed into categories previously established by Herzberg and adapted for educational use by Jaycox-Tallman. The data were statistically treated as appropriate to obtain comparative frequencies, percentages, and rank order correlations. The following studies were used as the data sources for the motivating and dissatisfying factors of other populations: elementary school teachers-Jaycox and Tallman (1967); junior high school teachers-Tammen (1971); senior high school teachers-Hansen and Stanley (1969); and, professional employees in industry-Herzberg (1959) and Meyers (1964).

Summary of Findings

The major findings in this study were:

1. The three principal motivating factors for educators working at the state level were "Recognition," "Achievement," and "Responsibility." (See Table 1)

2. The following categories were mentioned as motivating factors in only a small percentage (4 percent or less) of the positive incidents reported by the respondents in this study: "Possibility of Growth," "Interpersonal Relations--Supervisor," "Interpersonal Relations--Field," "Interpersonal Relations--Peers," "Advancement," "Supervision--Technical," "Department Policy/Administration," "Status," and "Job Security."

3. "Personal Life," "Working Conditions," and "Salary" were not mentioned as motivating factors in any of the incidents reported in this study.

4. The major dissatisfying factors for educators working at the state level were "Department Policy/Administration," "Supervision--Technical," (lack of) "Achievement," "Interpersonal Relations--Peers," and "Interpersonal Relations--Supervisor." (See Table 2)

5. "Advancement," "Working Conditions," "Possibility of Growth," "Job Security," "Responsibility," and "Salary" were mentioned as dissatisfying factors in only a small percentage (5 percent or less) of the dissatisfying incidents reported by the respondents in this study.

6. "Personal Life," "Status," and "Work Itself" were not mentioned as dissatisfying factors in any of the incidents reported in this study.

7. The most prominent factors contributing to job satisfaction for both educational and industrial organizations were "Recognition" and "Achievement." (See Table 4)

8. The most important dissatisfying factor for both education and industrial organizations was poor organizational policies or administration (department, district, or company). (See Table 4)

9. Educators working at the state level are similar to workers in private industry and dissimilar to teachers working at the school site level in the following respects: They are motivated by being given responsibility; flaws in technical supervision cause great employee dissatisfaction, as do lack of advancement opportunities and poor interpersonal relationships with supervisors.

10. On the other hand, educators working at the state level are similar to teachers working at the school site level and dissimilar to workers in private industry in that: Good interpersonal relationships of all kinds

(peers, field, pupils, and supervisors) are important in producing job satisfaction; poor interpersonal relations with peers and either pupils or the field create great dissatisfaction; and salary and advancement are not important in producing job satisfaction.

11. The motivating factors identified for state department of education staff are similar to all educator groups as well as some employee groups of industrial employees; however, the dissatisfying factors identified for state department of education staff were different from all other educator groups as well as some industrial groups. (See Tables 5 and 6)

12. The rank order of motivators and dissatisfiers did not correlate. (See Table 7)

13. Fewer major motivators than major dissatisfiers were identified in all studies.

Discussion of Findings and Conclusions

The conclusions of this study are based on the findings of the study. Care should be taken in generalizing the findings from this study to other groups of professional educators due to the following: (a) the educators who were samples were all from the California State Department of Education; (b) the instrument restricted the type of response which could be given; and (c) there was a possible lack of consistency in the interpretations and definitions of the categories.

With these limitations in mind, the following conclusions, based on the findings of the study, are presented:

1. Since educators were able to readily recall and specifically describe both satisfactions and dissatisfactions in their work when given the opportunity to do so, it can be concluded that positive and negative motivating factors for professional educators can be identified. Both past and present conditions seem to precipitate the identification of motivational forces in the educator's work role.

2. The large number of responses and the number of incidents generated per respondent support the conclusion that the modified critical incident technique is appropriate for research in which open-ended responses are desired.

3. This study showed that an initial telephone contact, followed by a person-to-person individual or small group interview in which a questionnaire is administered, produces a much higher response rate (95 percent) than mailed questionnaires produce (50 to 72 percent). It is also important to note that all persons who were personally contacted (100 percent) agreed to participate in the study. It can be concluded, therefore, that personal face-to-face contact is a much more effective way to insure maximum participation in a study than a less

personal approach in which a questionnaire is mailed to study participants. In addition, it affords the advantage of informal conversation with respondents before and after the administration of the questionnaire and therefore offers the researcher many more personal insights into the questions being investigated.

4. Since the two most important motivating factors for both educational (including state department of education staff) and industrial organizations were "Recognition" and "Achievement," it can be concluded that the desire to achieve and to be recognized for that achievement is extremely important to a person's satisfaction with his work in either education or industry. It can be further concluded that an important part of the administrator's role should include the provision of myriad opportunities for achievement and recognition for employees and that this behavior will tend to result in positive employee motivation.

5. Since the most important dissatisfying factor for both educational and industrial organizations was poor organizational policies or administration (department, district, or company), it can be concluded that considerable thought and care should be given before administrative and policy decisions are made and implemented. Decisions made in haste and without due consideration of their overall, far-reaching consequences may prove costly

to employee morale, trust, productivity, and satisfaction. It can also be concluded that administrators who are sensitive to employee desires and thoughts about pending decisions and who can effectively communicate about and involve employees in organizational decisions and policies will tend to have fewer dissatisfied employees.

7. Since educators working at the state level are like teachers in some respects and like industrial workers in other respects regarding overall patterns of motivating and dissatisfying factors, it can be concluded that educational administrators working in state departments of education should give greater attention to certain areas when carrying out their jobs. More specifically, educational administrators at the state department level, in contrast to those working at the school site level, should pay particular attention to giving their employees sufficient responsibility, creating advancement opportunities within the department, following good supervisory practices, and promoting good interpersonal relationships of all kinds.

8. Educational administrators at all levels, in contrast to administrators working in private industry, should be aware of the special importance of good interpersonal relationships of all kinds (peers, field, pupils, and supervisor) in producing job satisfaction in an educational setting. It can be concluded that administrators

who have the responsibility for supervising educators should not only have a high level of interpersonal skills in interacting with people, but they should also initiate and sponsor a variety of programs and activities which will promote positive interpersonal relations among staff members, pupils, and other administrators.

9. Although a few of the factors apparently can cause either dissatisfaction or satisfaction (e.g., interpersonal relationships), the results of this study indicated that, most of the time, dissatisfying factors are different than satisfying factors for professional educators. This statement was derived from the finding that the rank order of satisfiers and dissatisfiers did not correlate. This finding lends credence to one of the main conclusions formulated in Herzberg's theory. That is, to create motivation, the removal of dissatisfying factors (low salary, poor working conditions, inadequate supervision and administration) must take place; however, the elimination of these dissatisfiers does not necessarily result in motivation. To create motivation, it can be concluded that administrators must infuse certain motivating factors into the work setting, namely, achievement, recognition, responsibility, and advancement opportunities. These motivating factors contribute to periods of great satisfaction among employees and are related to the doing of the job itself, to feelings of psychological

growth, and to more positive attitudes toward work. Motivating factors also contribute to periods of superior performance and effort.

10. The findings in this study confirm the conclusions of Jaycox-Tallman, Hansen-Stanley, and Tammen that the dissatisfaction of educators tends to come from a variety of areas and seems to be different for various groups of educational employees, whereas the satisfaction of educators tends to come from only a few areas and to be similar for all educational employee groups. Fewer major motivators than major dissatisfiers were identified in all studies. It can be concluded that many different factors evidently can be the source of dissatisfaction, whereas only a few factors, primarily recognition and achievement, contribute significantly to bringing about positive job attitudes and satisfaction.

11. The Herzberg and Myers studies were examined for possible explanations of the differences in findings in the two industrial studies. A consideration of differences in methodology, population, and results of the Herzberg and Myers studies provided no clear indication as to why these two groups of industrial employees differed with respect to the level of significance of the rank order correlations between the satisfiers and dissatisfiers. However, a closer look at the actual correlation coefficients showed that the results of these two studies

were not as disparate as it might appear from the initial analysis of the levels of significance. That is, the Myers study had a correlation coefficient of .511, whereas the Herzberg study had a correlation coefficient of .717 for satisfiers. The correlation coefficients for dissatisfiers were even closer, i.e., .529 for Herzberg and .649 for Myers. (See Tables 5 and 6).

12. There seems to be a fairly clear separation between factors which satisfy and dissatisfy people about their personal lives as opposed to their jobs. Factors in an employee's personal life (defined by Herzberg as "family problems, community, and other outside situations, and family needs or aspirations salarywise") were not found to be important in contributing to either job satisfaction or dissatisfaction in any of the educational or industrial studies that were examined (Herzberg, 1959, p. 146). It can be concluded that while events in employees' personal lives certainly cause people joy and grief, as well as the full range of other human emotions, employees tend to keep these personal feelings separate from feelings about their jobs when asked to recall satisfying and dissatisfying incidents. In addition, the way in which the question was phrased ("Think of a recent incident that made you feel exceptionally good (bad) about your job . . .") might have resulted in a tendency for the respondents to restrict their responses to job-related

factors rather than factors related to their personal lives.

13. Job security and working conditions were not found to be a motivating or dissatisfying factor for either educational or industrial personnel in any of the studies which were examined. This finding supports Herzberg's notion that most people expect these factors to be present in their jobs as "givens"; they do not seem to contribute to positive motivation when they are present in the same way that they can contribute to dissatisfaction when they are absent. Also, another reason that job security and working conditions might not have appeared very frequently either as a satisfier or dissatisfier is that they seem to come to mind primarily when a person is asked about general conditions rather than specific incidents. Therefore, the instruction to "think of a recent incident" virtually predetermined that there would be few responses, if any, in these categories.

14. It was interesting to note that the category "Salary" ranked so low in this study and in all other studies that were done with educators in light of the recent emergence of collective bargaining. Since collective bargaining involves employees striving for better wages and working conditions, one might assume that employees will be dissatisfied if their demands are not met. Similarly, one might assume that if the employees'

demands concerning wages and working conditions are met, the employees will be satisfied and motivated.

However, it can be concluded from the results of this study that both assumptions are mistaken. That is, successful negotiations with employee associations will not necessarily result in increased employee motivation. Such negotiations may result in employees not being as dissatisfied as they might otherwise have been, but it will not guarantee motivated employees. Rather, this study shows, and the review of the literature points out, that it is still necessary to attend to recognition and achievement and other "motivators" in order to have satisfied, motivated employees.

The previous discussion has focused on the low-ranking of salary as a satisfier in all educator studies which were examined. However, its role as a dissatisfier is also worthy of note. Even following Herzberg's theory, one might still expect salary to have emerged as a strong dissatisfier, but it did not. Indeed, it has ranked at the bottom in all of the studies which have been done with educators. However, it ranked much higher (fourth and sixth) in the two industrial studies.

A possible explanation of this difference between education and industry is that in school districts and state departments of education, after the collective bargaining process has been completed, salaries are fixed

according to civil service and district policies and regulations. Thus, increases in salary are tightly regulated, and expectations about out-of-the-ordinary salary increases are practically non-existent. This is in contrast to private industry, where incentive payments and Christmas and other year-end bonuses are not uncommon. Thus, it is perhaps not surprising that "salary" did not emerge as a source of educators' good or bad feelings about their jobs, whereas it did in industry.

With educators, it may well be that the point at which money becomes a decisive factor is in the initial choice of a job. That is, if the question had been asked, "What motivated you to take this job initially instead of any other?" salary might have emerged as a much more critical factor in "motivating" the employee to take one job instead of another. However, since the question asked in this study related to what motivates and dissatisfies an educator after he is already working at a particular job, and salaries are already very regulated, it is not surprising that this factor ranked extremely low.

Recommendations

The following recommendations are based on the findings and conclusions reached in this study:

1. Administrators should be made aware of the results of this and similar studies in the area of

employee motivation to improve their on-the-job effectiveness. It is recommended that educational administrators use all available means to improve their ability to learn about and become more sensitive to those factors which activate employee motivation and dissatisfaction and to make the necessary changes to facilitate the operation of motivating factors.

2. Administrators should be given opportunities to improve their effectiveness in the area of promoting good interpersonal relations, giving recognition, and structuring job assignments so that employees obtain a sense of achievement in their work, since this study clearly indicates that these factors play a major role in the professional educator's satisfaction and effectiveness on the job. State departments of education and universities should sponsor and support courses of improvement in human relations skills, giving appropriate forms of recognition, and structuring jobs appropriately for educational administrators at all levels: state department, county office, district, and school site.

3. In order to assist in combating the greatest dissatisfaction which employees voice (poor organizational policies and administration), it is recommended that educational administrators use participative management techniques to the fullest possible extent. Since department/district policy was found to be a prime factor

both in educator and industrial worker dissatisfaction, it is recommended that employees be given broader participation in the formulation of such policies. Multiple studies mentioned in the review of the literature show that involvement of employees in decision making seems to result in higher levels of employee motivation and commitment to the organization, as well as reduction of employee dissatisfaction. Professional educators often seem to feel that department/district policy is not fair or meaningful because they have not been sufficiently involved in its development. Attempts should be made by educational administrators at all levels to broaden the base for policy recommendations to include those persons most affected by the policy. Participation in goal development, involvement in decision making, recognition of competency, and indication of trust through sharing of responsibilities are areas indicative of participative management and should hold a high priority for educational administrators.

4. It is recommended that educational administrators use the critical incident technique in their work to assess the motivational factors affecting their employees on a regular basis. This approach has the advantage of providing specific feedback to the administrator about the particular motivating and dissatisfying factors operating with employees. The findings of this study show that motivating and dissatisfying factors (except the two

highest) vary considerably among groups of employees. Thus, there is a need to examine continually the specifics of the motivating and dissatisfying factors for each group of employees. Actual examples of satisfying and dissatisfying incidents, which could be obtained through the use of the critical incident instrument, would be helpful to the administrator in attempting to maintain positive motivating conditions among the employees.

5. It is also recommended that the educational administrator consider the use of a variety of informal techniques to learn about the concerns, dissatisfying, and satisfying aspects of the employees' work. By sitting down with employees in an informal setting, the administrator can ask questions which would be similar to the critical incident instrument used in this study, e.g., "Tell me about some things that have really made you feel good about your job recently. . . ." This informal method has some advantages over the more formal method in that it allows the administrator to ask follow-up and clarifying questions. It is recommended that some specific time for this kinds of informal interaction be set aside by the educational administrator. One specific method for accomplishing this informal exchange with employees would be a regular breakfast, coffee break, or luncheon meeting. Elimination of a formal agenda would help to promote good two-way communication so that anything of interest to the

administrator or the employees could be discussed. The exact form that the personal encounter between the supervisor and the employees takes (luncheon, breakfast, coffee break, etc.) is not as important as the quality of the encounter.

An exchange of ideas can contribute much toward the solution of existing problems, or it can assist in heading off potential problems. Employee support can do much to build the necessary understanding and appreciation which are needed to move toward achieving the goals of the organization. Careful and continuing scrutiny of the feelings and opinions of the staff will contribute greatly toward the realization of mutual goals and will motivate all members of the organization to utilize energy, drive, and creativity toward that end. A major task of the administrator in a school organization is to develop sufficient, meaningful two-way dialogue and communication with the staff so that the goals of the organization will also be viewed by all as personal goals.

6. It is recommended that certain changes be made in teacher education and administrator education courses in colleges and universities. For too many years the major emphasis has been on the "what" instead of the "how" of educational administration. A position of leadership should be assumed by universities in giving greater emphasis to areas such as understanding organizations,

handling conflict and confrontation, developing oral and written communication skills, and administering in a democratic manner. It is especially recommended that administrators receive special training in the area of structuring jobs to provide opportunities for achievement and giving appropriate kinds of recognition. Universities need to develop ways of training people in effective interpersonal relations. The "touchy-feely" courses of the late 1960s have made many people reluctant to participate in human relations training of any kind. New methods should be found which are appropriate in educating managers to be effective in this area.

7. It is recommended that personal interviews rather than mailed questionnaires should continue to be used in future studies of this kind because of the unusually high response rate which was obtained in this study compared to other teacher motivation studies. In addition, this approach also has the advantage of providing informal data and information about the question at hand.

8. In the selection of educational administrators for employment, it is recommended that strong consideration be given to the potential candidate's ability to relate to others. Demonstrated ability in forming positive interpersonal relationships, and prior training and experience in human relations should have greater priority in the

selection of educational administrators. While skill in interpersonal relations should not be the sole criterion for the selection of an educational administrator, it is recommended that this criterion be given substantial weight in the selection process. It is recommended that a person not be put in an administrative position if he is average or below average in interpersonal skills, even though he may excel in other areas. The negative impact of school administrators with poor interpersonal and management skills was sharply evident in this study.

9. It is recommended that employee associations move away from their narrow focus of bargaining for wages and working conditions to a broader focus of bargaining for areas which will tend to increase the likelihood of more satisfied employees. Blum, Moore, and Fairey (1973) reported that while organized labor must be increasingly aware of the growing influence of such motivational forces as job enrichment and human resources development, unions have made little or no utilization of these concepts at the bargaining table. Of 110 union contracts studied, only 8 contracts included "motivational" clauses in the bargaining agreement. The authors concluded

that formal acceptance of motivational concepts in collective bargaining agreements has been almost non-existent.

The unions, as well as other professional associations, should realize the importance of providing recognnition for employees and should structure the work of their organization to include appropriate opportunities for such recognition. In addition, unions should begin to bargain for more challenging, responsible jobs for their employees which will provide a sense of pride and achievement. It is ironic that the union's heavy focus on bargaining for wages and working conditions, instead of for jobs which have responsibility, challenge, and a chance for advancement, is having the effect of producing bored, dissatisfied, and unfulfilled employees. The problem of job boredom and the resultant job dissatisfaction with all its ramifications (strikes, sabotage, poor quality, high turnover, high absenteeism) is not something about which the unions nor any employee can be proud.

Summary

The three most important highlights from the present study are that educational administrators should:

1. Give more recognition to the employees they supervise; supervisors at all levels underestimate the power they have to make a difference in employees' feelings of job satisfaction and dissatisfaction.

2. Structure assignments and work so that employees are able to obtain a sense of achievement and ownership for their work.

3. Involve employees in decision making, and administer in the most open, fairest way possible. Employee dissatisfaction may be reduced or alleviated by implementing participative management techniques. This style of management promotes a feeling on the part of the employee that the organization's goals are important because they have become the employee's goals.

This study demonstrates that educational administrators must satisfy professional educators' internal as well as external needs or else take a tragically high human toll. Anything short of maximum utilization of human resources is a waste which no society or community can afford. How educational administrators can alter their orientation toward the educators under their supervision to make educational work a meaningful and enriching activity forms the heart of this study.

Table 1

A Comparison of Frequency, Percentage, and Rank Order of the Major Categories for Satisfiers

Rank Order	Satisfiers	Frequency	Percent[a]
1	Recognition	91	49
2	Achievement	74	40
3	Responsibility	19	10
4	Work Itself	8	4
5.5	Interpersonal Relations--Peers	6	3
5.5	Interpersonal Relations--Field	6	3
7.5	Interpersonal Relations--Supervisor	5	3
7.5	Supervision--Technical	5	3
9.5	Advancement	4	2
9.5	Possibility of Growth	4	2
11	Department Policy/Administration	2	1
12.5	Status	1	1
12.5	Job Security	1	1
14.3	Personal Life	0	0
14.3	Working Conditions	0	0
14.3	Salary	0	0

[a]The percentages total more than 100 percent since more than one factor appeared in an incident. The base used was the total incidents (186) rather than factors (226).

Table 2

A Comparison of Frequency, Percentage, and Rank Order of the Major Categories for Dissatisfiers

Rank Order	Dissatisfiers	Frequency	Percent[a]
1	Department Policy/Administration	55	37
2	Supervision--Technical	41	28
3	Achievement	24	16
4	Interpersonal Relations--Peers	17	12
5	Interpersonal Relations--Supervisor	15	10
6	Recognition	12	8
7	Interpersonal Relations--Field	10	7
8	Advancement	8	5
9.5	Working Conditions	3	2
9.5	Possibility of Growth	3	2
11.3	Job Security	1	1
11.3	Responsibility	1	1
11.3	Salary	1	1
14.3	Personal Life	0	0
14.3	Status	0	0
14.3	Work Itself	0	0

[a]Percentages total more than 100 percent since more than one factor appeared in an incident. The base used was the total incidents (148) rather than factors (191).

Table 3

A Comparison of Frequency, Percentage, and Rank Order of the Major Categories for Satisfiers and Dissatisfiers

Satisfiers (N=226)				Dissatisfiers (N=191)		
Rank Order	Percent	Frequency	Category	Frequency	Percent	Rank Order
1	49	91	Recognition	12	8	6
2	40	74	Achievement	24	16	3
3	10	19	Responsibility	1	1	11.3
4	4	8	Work Itself	0	0	14.3
5.5	3	6	Interpersonal Relations--Field	10	7	7
5.5	3	6	Interpersonal Relations--Peers	17	12	4
7.5	3	5	Interpersonal Relations--Supervisor	15	10	5
7.5	3	5	Supervision--Technical	41	28	2
9.5	2	4	Possibility of Growth	3	2	9.5
9.5	2	4	Advancement	8	5	8
11	1	2	Department Policy/Administration	55	37	1
12.5	1	1	Job Security	1	1	11.3
12.5	1	1	Status	0	0	14.3
14.3	0	0	Personal Life	0	0	14.3
14.3	0	0	Working Conditions	3	2	9.5
14.3	0	0	Salary	1	1	11.3

Table 4

Rank Orders of Satisfier and Dissatisfier Categories in Six Studies

Category	Hansen-Stanley		Jaycox-Tallman		Herzberg et al.		Myers		Tammen		Carey	
	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.
Achievement	1	5	2	10	1	11	1	2	1	7	2	3
Inter. Relations Pupils/Field (Subordinate)[a]	2	2	1	5	8	15	--	--	2	5	5.5	7
Recognition	3	11	3	4	2	3	2	11	3	12.5	1	6
Work itself	4	3	9	7	3	6	7	6.5	5	6	4	14.3
Inter. Relations Peers	5.5	6	4	2	11	9.5	12	6.5	4	4	5.5	4
Status	5.5	8	11	11	9	14	12	13.5	6	9	12.5	14.3
Possibility of Growth	7	14	13	15.5	7	9.5	9	13.5	10	11	9.5	9.5
Inter. Relations Principal (Supervisor)[a]	8	7	5	9	10	5	10	6.5	9	8	7.5	5
Responsibility	9	10	12	12.5	4	12.5	4	9	8	14.5	3	11.3
Discipline	10	1	9	6	--	--	--	--	7	2	--	--
Advancement	11	17	15.5	15.5	5	7.5	3	4	16	16.5	9.5	6
Personal Life	12	16	15.5	14	15.5	12.5	--	--	13	12.5	14.3	14.3

Note: Dashes indicate that the factor was not within the scope of the study

[a]Terms used by Herzberg, Myers, and Carey

Table 4--Continued

Category	Hansen-Stanley		Jaycox-Tallman		Herzberg et al.		Myers		Tammen		Carey	
	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.	Sat.	Dis.
Supervision	13	12	6	8	12	2	8	3	14.3	14.5	7.5	2
Salary	14	13	15.5	12.5	6	4	5	6.5	14.3	10	14.3	11.3
Work Conditions	15	9	9	3	14	7.5	12	10	12	3	14.3	9.5
District Policy (Company or Department)[a]	16.5	4	7	1	13	1	6	1	11	1	11	1
Job Security	16.5	15	15.5	17	16	16	14	12	14.3	16.5	12.5	11.3

Note: Dashes indicate that the factor was not within the scope of the study

[a]Terms used by Herzberg, Myers, and Carey

Table 5

Ranked Correlation and Significance of Satisfiers in Six Studies

Satisfiers	Carey	Tammen	Hansen-Stanley	Jaycox-Tallman	Herzberg	Myers
Myers	.511 (.10)	.082 (N.S.)	.378 (N.S.)	.187 (N.S.)	.792 (.02)	---
Herzberg	.717 (.02)	.505 (.05)(.10)	.592 (.10)	.165 (N.S.)	---	.792 (.02)
Jaycox-Tallman	.636 (.02)	.663 (.01)(.02)	.630 (.02)	---	.165 (N.S.)	.187 (N.S.)
Hansen-Stanley	.716 (.02)	.892 (.01)(.02)	---	.630 (.02)	.592 (.10)	.378 (N.S.)
Tammen	.722 (.02)	---	.892 (.01)(.02)	.663 (.01)(.02)	.505 (.05)(.10)	.082 (N.S.)
Carey	---	.722 (.02)	.716 (.02)	.636 (.02)	.717 (.02)	.511 (.10)

Table 6

Ranked Correlation and Significance of Dissatisfiers in Six Studies

Dissatisfiers	Carey	Tammen	Hansen-Stanley	Jaycox-Tallman	Herzberg	Myers
Myers	.649 (.02)	.101 (N.S.)	.374 (N.S.)	.394 (N.S.)	.609 (.10)	--- (1)
Herzberg	.529 (.10)	.262 (N.S.)	.053 (N.S.)	.468 (.10)	---	.609 (.10) (2)
Jaycox-Tallman	.419 (.10)	.796 (.01) (.02)	.511 (.10)	---	.468 (.10)	.394 (N.S.) (3)
Hansen-Stanley	.322 (N.S.)	.829 (.01) (.02)	---	.511 (.10)	.053 (N.S.)	.374 (N.S.) (4)
Tammen	.283 (N.S.)	---	.829	.796	.262	.101 (5)
Carey	---	.283 (N.S.)	.322 (N.S.)	.419 (.10)	.529 (.10)	.649 (.02)

Table 7

Ranked Correlation and Significance of Satisfiers and Dissatisfiers in Six Studies

Dissatisfiers	Satisfiers: Carey	Tammen	Hansen-Stanley	Jaycox-Tallman	Herzberg	Myers
Carey	.440 (.10)					
Tammen		.482 (.10)				
Hansen-Stanley			.426 (.10)			
Jaycox-Tallman				.746		
Herzberg					.157 (N.S.)	
Myers						.495 (.10)

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C O P Y

CRITICAL INCIDENT INSTRUMENT

CONFIDENTIAL QUESTIONNAIRE

You are going to be asked to answer two questions. Here is the first one:

> Will you please think of a recent incident that made you feel exceptionally good about your job as an SDE staff member?

Use this paper to describe the incident, trying to be brief, accurate, and objective. Any persons involved need not be identified by name. Please be sure you are describing a specific INCIDENT, not just a general condition.

If several incidents come to your mind, please feel free to describe as many as you wish. The greater number of incidents will give greater validity to this study.

Now, would you begin to describe the incident(s) that made you feel exceptionally good about your job. (Use both sides of the paper if necessary.)

C O P Y

CRITICAL INCIDENT INSTRUMENT

CONFIDENTIAL QUESTIONNAIRE

Here is the second question:

Will you please think of a recent incident that made you feel exceptionally bad about your job as an SDE staff member? Again, please give your answer in brief, accurate, and objective terms, describing the specific incident. Please add as many more incidents as come to your mind. (Use both sides of the paper if necessary.)